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**THE USAGE OF WRITTEN SPEECH IN THE PROCESS OF TEACHING  
ENGLISH GRAMMAR**

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**Abstract.** The article points out the possibility of using written speech in teaching English grammar. The author turns to studies of functional linguistics and believes that most grammatical rules are filled with context; therefore, we should not limit ourselves to studying grammar only at the level of individual sentences. The paper presents several context-dependent grammatical structures of English written speech. The examples of using authentic texts in teaching such grammatical structures are analyzed.

**Key words:** teaching grammar at the level of sentences, context, communicative competences, grammatical structures, written speech.

Teachers of English as a foreign language are not alone in their desire to limit the study of grammar to the level of sentences. Studies of morphology and syntax in modern linguistics are carried out mainly at the level of sentences. In addition, many formal linguists prefer to consider grammar as an autonomous and contextless system. In contrast, functional linguists object to this approach and argue that in fact a very small number of “grammar rules” are completely devoid of context. They even compiled a list of English grammar rules that are not burdened with context:

- agreement between subject and verb;
- agreement between qualifier and noun;

- the use of gerund after prepositions;
- return pronominalization at the level of the relative clause.

In contrast to this short list of harmonization rules, the vast majority of grammar rules depend on certain conditions related to the context of meaning, situation and / or speech context. Such tiki grammar rules are certainly filled with context. By the way, not only English, but all languages have such pragmatic rules that depend on the context .

So, what, in our opinion, are some contextually dependent grammatical structures in English written language?

First of all, I would like to dwell on demonstrative pronouns. How are English indicative pronouns represented in textbooks for learners of English? Basically, the presentation is based on the concept of “near - far”, singular and plural forms, and the contrast of pronouns and forms used as adjectives. Therefore, students are offered suggestions for training about the following:

This is a hand book. Read this hand book.

That is a door. Close that door .

These are pen cil s. Take these pen cil s.

Those are doors. Open those doors.

Most often, work with demonstrative pronouns ends here, which can be regretted because the norms for using demonstrative pronouns are different for written and oral speech. In informative writing, for example, using this / these assumes that the reader has access to the link object; its use signals that this topic will be continued or that the theme for the author seems important and significant. On the other hand, the use of that / those also assumes reader access to the link object and, but can signal the end of the topic / discussion (That's that!), Strict objectivity, reference to the past tense, etc. Almost all demonstrative pronouns in reviews had this / these form (and very few that / those cases ). In addition, most demonstrative pronouns were used as adjectives and simply referred to the bibliographic data of the book under review. As for the brief essays, then in them demonstrative pronouns are used somewhat about according to a different model. They sent not only to core noun groups , but also entire subordinate clauses and subordinate groups. And although the forms of this / these accounted

for most of the use cases, the essays note a much greater variety of functions and a large number of use cases of that / those.

Temporary forms. In the most part of the methodological literature, the temporary forms are taught and trained in one form at a time at the level of sentences:

Ann goes to school every day (simple present).

Ann went to school yesterday (simple past).

Reinforcing structures “it”. In English grammar textbooks, such sentences are presented very rarely, and if presented, the exercises are usually at the sentence level and are purely mechanical in nature:

The boy can play football .

It is the boy who can play football .

The most advanced textbooks provide a minimal context and highlight another contrasting function, most often inherent to reinforcing structures with “it”:

A: Are you concerned about the money?

B: No, it's the people that I'm concerned about.

But nothing is said about how this construction is used in written speech, in which it is used most often.

In conclusion, I would like to note that we do not urge to refuse to introduce grammar rules and training exercises with the help of separate sentences when teaching English grammar. You should probably take into account the level of language proficiency of our students. We believe that for a more advanced level of proficiency there is a need to teach them grammar rules that will contribute to a better understanding of English writing when reading texts and writing, because there is a clear idea of when and for what this or that construction can be used , very important. Ho to telos to textbooks on English grammar contain this kind of teaching authentic materials.

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